

National Congress Bulletin

OCTOBER 1955

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Memo to Local Presidents:

HAVE you often wondered what is on the agenda for a meeting of the Board of Managers of your parent-teacher organization—the National Congress of Parents and Teachers? If you have, you will be interested in the following report of the meeting that took place in Chicago last month. It brought together eighty-seven parent-teacher leaders who have devoted years of service to the improvement of America's homes, schools, and communities.

Attendance at these biennial meetings, which last about a week, requires careful planning, especially by those who serve the Board in professional capacities.

Last month's Board meeting, as usual, had a full schedule of Congress business to consider. Many of the special committee meetings started at 8:00 a.m., and other groups began their discussions even earlier—at "breakfast sessions." From 9:30 on each morning until 10:30 at night the entire Board kept busy. Committees met to consider civil defense, group relations, P.T.A. publications, United Nations Charter review, legislation, comics, motion pictures, radio and television, the budget, the maintenance of the national headquarters, and the next national convention.

From time to time the Board of Managers suggests changes in the work of standing committees in order to increase the effectiveness of our programs and procedures. For example, standing committees on Art and Music have been discontinued because it was felt that greater coverage of the subject matter could be given if certain aspects of the work were assigned to the committees on School Education, Parent and Family Life Education, International Relations, Reading and Library Service, and Recreation. A similar decision was made regarding the School Lunch Committee.



Mrs. Rollin Brown

Emphasis on this area of parent-teacher interest will appear in the plans of work of the committees on Health, School Education, Legislation, and Parent and Family Life Education. During the Board meeting the chairmen of the aforementioned committees met to discuss and plan for these changes in committee responsibilities.

Special Conferences

As is customary, your own state president and forty-nine others (or their alternates) met as a conference group to consider problems and questions pertinent to state parent-teacher work. Because of current interest in the national legislation program, they invited Mrs. Clifford N. Jenkins, national chairman of the Committee on Legislation, to discuss the program with them. Mrs. Jenkins pointed out that at least thirty state congresses must approve a policy before it becomes a part of the National Congress legislation program. Each year all state congresses have an opportunity to review the entire program.

As is customary too, the chairmen of our national standing committees conferred on matters of special interest to them. They also discussed ways of working more closely with state chairmen.

Buzz Sessions

This is the year that many new chairmen were elected to the National Board, and you are aware that these changes made necessary the division of the *Parent-Teacher Manual* into two sections. You have already received Section I, and we are now working on Section II.

To get Section II under way we divided the Board into a number of buzz sessions. The chairmen discussed the committee section of the *Manual* with state presidents and officers and profited by the experience and know-how of these co-workers who keep in close contact with the needs and programs of our local associations.

Another series of buzz sessions dealt with the new three-year administration action program: "The Family and the Community: Each Shapes the Other—The P.T.A. Serves Both." In its final form this action program too will reflect the work and the thinking of the eighty-seven Board members who labored so earnestly and diligently to make it workable. We hope to have it ready for publication in an early issue of your *National Congress Bulletin*.

Magazine's Golden Jubilee

Our *National Parent-Teacher: The P.T.A. Magazine* will be fifty years old in November 1956. To prepare for the magazine's GOLDEN JUBILEE YEAR, the Board made plans for a special magazine promotion conference, to be held in Chicago early in December 1955. You will learn more about these plans in the *National Parent-Teacher*, the *National Congress Bulletin*, and other Congress publications.

Keeping Members Informed

At one time or another during the Board meeting emphasis was placed on the need to keep open all channels of

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(Continued from page 1)

communication from the National Board of Managers on through to the local associations and the membership. Now that almost nine and one-half million men and women belong to P.T.A.'s, it is more difficult to keep them all well informed about parent-teacher work.

For example, how many persons in your association will see and read this issue of the *National Congress Bulletin*? What methods do you use to relay the news in the *Bulletin* to those who will not see it? Do you realize that you probably are the only person in your local association who gets a copy each month? You, therefore, are the key person at a very strategic and vital communication point.

Speaking for your entire National Board of Managers, I urge you to see that the information in this issue and subsequent issues is given the widest possible circulation. None of the material in the *Bulletin* is copyrighted, so you can reproduce it in other publications or have it typewritten or mimeographed for wider use.

I hope that this review of some of the work engaged in by your National Board at its September meeting will be of interest to you. The members of the Board want you to know that they are vitally concerned about what happens in your association and about the children and youth in the homes and schools of your community. Whenever they attend meetings and conferences of other organizations and government agencies they do their very best to present the prevailing viewpoints of the entire membership. Like all parent-teacher members, each at all times serves the organization in a volunteer capacity.

. . .

May I remind you of the resolution that appeared in the June-July issue of the *Bulletin* concerning the Children's Bureau. Since then I've had an opportunity to confer with Marion B. Folsom, the Secretary of the Department of Health, Education, and Welfare, and expressed to him our organization's point of view concerning the Bureau's status.

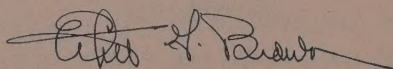
I have just returned from the final pre-conference meeting of the Committee for the White House Conference on Education. Many state presidents will attend the Conference as members of state groups, and we are all looking forward

ward to the findings of this important national meeting, the first of its kind ever assembled to discuss the general needs of education in the United States.

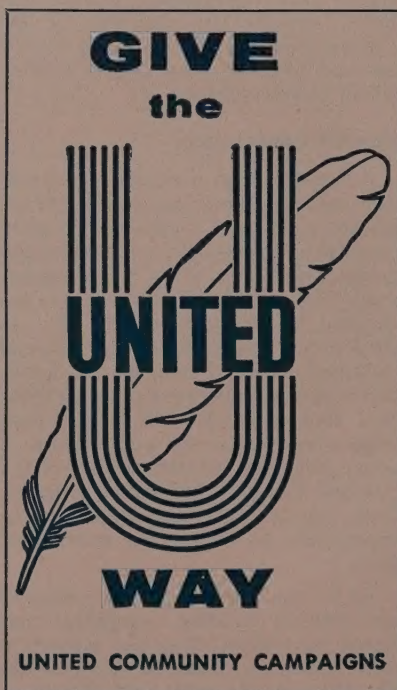
. . .

Deep in the heart of each of us is the desire that gives the parent-teacher movement its truly dynamic quality: the desire to assure our children greater advantages than we ourselves have had. We do not think of material advantages only, for we are living in a time when the issues confronting us cannot be solved by material means alone. Rather, we want our children and all children to have better preparation for the challenges this world offers—mental, spiritual, emotional—and to be at home and at ease in all situations of life.

It is these great, fundamental challenges that have attracted millions of men and women to our ranks. It is our responsibility to produce the programs and the leadership which will make them feel that they are truly engaged in worthwhile effort for America's children and youth.



MRS. ROLLIN BROWN, President
National Congress of Parents and Teachers



OUR THREE

R's

Re-member

Recruit

Retain

for MEMBERSHIP

● Through our membership we bring alive the great program of the P.T.A., putting strength of all families into the peculiarly American task of "growing forward"—community by community. The P.T.A. is the place to enlist your interest, your concern, your aspirations for the youth of our nation.

During this administration, when the emphasis is on serving the family and the community, we suggest the following "three R's" for membership committees:

Re-member the 9,409,282 who have been enrolled previously.

Recruit every parent, teacher, and other interested citizen.

- Organize a P.T.A. in every school that has none, stressing the need for high school P.T.A.'s.
- Bring all non-congress groups into state and national membership.

Retain members. Participating, busy, interested members make informed, enthusiastic, and forward-looking workers.

● By observing these "three R's" you can be assured that your membership reflects the true picture of your community and that it can easily become the "voice of conscience" of the community.

It has been said that "many a man creates his own lack of opportunities." Refer to the September 1955 *Bulletin* and the *Parent-Teacher Manual* for unlimited opportunities to assist us in reaching our goal of 10,000,000 members who will serve both the family and the community.

—MRS. J. C. GREIG, Membership Chairman
National Congress of Parents and Teachers

1956 CONVENTION

- The 1956 convention of the National Congress will be held in San Francisco, California.

Dates: May 20, 21, 22, 23.



BULLETIN BOARD

Brief Items of Current Interest

- **A SPELLING BEE** is used as a curtain-raiser for the annual school fair sponsored by the Calvin Coolidge P.T.A. of Binghamton, New York. Guests then view attractive displays of schoolwork for which materials are collected throughout the year. Highlighting the affair is an exhibit of P.T.A. publications and miniatures portraying the P.T.A. in action.
- **ENTHUSIASTIC STUDENTS** of Laguna Beach, California, use the dance floor for learning social adjustment. Classes sponsored by the Union-Senior High School P.T.A. have proved to be both popular and beneficial.
- **TAKING A BROAD VIEW** of his experiences as high school service chairman of the Florida Congress, C. Lee Eggert contributes the following helpful hints to local units: (1) Get a rather comprehensive résumé from parents (what they do, their experiences, interests, et cetera) at the first P.T.A. meeting of the year. (2) Choose leaders from the standpoint of capability rather than popularity. (3) Select competent home room parents and see that they know their job. (4) Decide to have both an elementary program chairman and a high school program chairman if the P.T.A. represents grades one through twelve. (5) Seat attending group members close together; if necessary, rope off part of a large room. (6) Do everything possible to help fathers realize their complete role in the family. (7) Stress educational rather than money-making aspects. (8) Have only one money-making event a year. (9) Cooperate closely with the principal of the school. (10) *Get out and work.*



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- **"THE TWO MOST IMPORTANT PEOPLE"** were words often used during the Arizona Congress convention by state publicity chairman Jack McDonald to describe anticipated "mystery guests." Who were these VIP's? Imaginations broke loose and it wasn't until that very last evening that the dramatic entrance of "the two

most important people" hushed the audience. They were two representatives of that group held dear to the heart of every P.T.A. member—a young boy and a young girl—Ford Burkhart, son of a University of Arizona professor, and Ruth Ann Henshaw, daughter of a Tucson minister. They were greeted by Mrs. Mary Heller, president of the Arizona Congress.

- **TO ENCOURAGE A LARGE ATTENDANCE** and prompt payment of dues, the East Pittsburgh (Pennsylvania) P.T.A. planned to present *Manuals* to the first fifty members who paid their dues at or before the first meeting of the year. As an outgrowth of the idea, the unit expects enlightened members, smooth meetings, and fine achievements.
- **BROAD AND CONSPICUOUS WHITE LINES** warn drivers going through Arp, Texas, that children may be crossing the highway ahead on their way to school. This is but one of the effective safety measures that have been promoted by the Arp P.T.A.
- **TALENTS AND INTERESTS** of members were brought to light in the visual-aids workshops held by the Lakeview Elementary School P.T.A., Dallas, Texas. Teachers listed and explained study helps they needed and even showed samples. From there on everyone was free to indulge in his favorite form of handiwork to produce much needed scissors boards, easels, racks, bookends, felt boards, choir robes, scrapbooks, and so on. Finished articles were displayed, and slide films of the workers in action were shown at the last open-house meeting.
- **THE CLIMAX OF A HIGHLY SUCCESSFUL PROJECT** came when the Brazoria County Council No. 31, Texas, acted as host to a district conference (thirteen counties). A fine sense of unity was created among the council's sixteen member P.T.A.'s as school board members, superintendents, principals, teachers, public officials, fathers, mothers, and children worked together.
- **A MUSICAL COMEDY, *A Penny for Your Thoughts***, was written, directed, and produced by the Lakeview Elementary P.T.A., San Angelo, Texas, and was judged an outstanding success. A cast of sixty-three appeared in twenty-eight acts to portray home and school life of the past fifty years. The most gratifying ingredient of the success was the cementing of close bonds between association members.
- **A YEAR'S ACTIVITY** was summed up in the final 1954-55 *Report Card*, newsletter of the Charles Graebner School P.T.A., San Antonio, Texas. Among the constructive enterprises mentioned were appointments of the father and the mother of a family as co-chairmen of committees, a spring tea honoring parents of new fall students, film showings for children who gathered in the nursery during unit meetings, and purchases of large fans for classrooms.
- **THE CHILD STUDY PROGRAM** of the Magruder P.T.A., York County, Virginia, was launched with a discussion of discipline for children and parent-teacher relationships. Audience groups were represented on a panel by student leaders who posed the questions formulated by the groups. Teachers were recorders and Dr. Swineford, professor of psychology at the College of William and Mary, was moderator.



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- Members of the Covedale P.T.A. in Cincinnati are proud of their portable library. Shown here (left to right) are Mrs. Lenwood Maurer, president; Mrs. Cameron Kepler, chairman of the Cincinnati council, who originated the idea; and Mrs. Gale Wahler, librarian for the parent education committee.
- **CHILD STUDY REFERENCE** books and publications are readily available for use by Cincinnati's Covedale P.T.A. The special library in the unit's portable book case can be conveniently wheeled to any chosen conference room.
- **NOTICE OF SAILING** of the good U.S. Steamship-P.T.A. Membership was posted by North Center (Bath, Maine) skippers at the beginning of the school year. The invitation beckoned all passengers aboard for a "winter cruise of interest and pleasure," assured them of available deck chairs, and even hinted that they work for their passage on the seagoing vessel. The ship hoisted anchor with a gratifying list of passengers and crew members as a result of the unusual publicity, reasonable ticket rates, bonuses for signing on the most sailors, and a follow-up jingle, "Don't Miss the Boat."
- **FIFTY THOUSAND** eighth- and twelfth-graders arrived in chartered busses to view the annual "Careers Unlimited" displays in Detroit, Michigan, sponsored by the

Institute for Economic Education. This year, marking the debut of teaching among the other professional and business opportunities represented, the Detroit Council of Parent-Teacher Associations exhibited and gave away materials obtained from teacher training colleges in and around Detroit. P.T.A. volunteers, student teachers from Wayne University, and teachers from the Detroit Federation of Teachers and the Detroit Teachers Association manned the display booth and helped fuse interest in teaching as a career.

- **SO SUCCESSFUL WAS THE SMORGASBORD** served by students, teachers, and parents of the Anchorage (Alaska) High School P.T.A. that it netted funds for four scholarships.
- **TO FIND OUT HOW** to help their children master effective speech habits, the P.T.A. of School No. 14 of Clifton, New Jersey, invited speech authorities from some of the state's schools and colleges to a unit meeting.
- **A CALENDAR** of Honolulu's cultural events is a part of the *Newsletter*, bulletin of the Hawaii Congress of Parents and Teachers. Events for which an admission charge is made are clearly indicated.
- **SERIOUS COOPERATION** with Great Falls (Montana) civil defense plans is being given by the City Council of P.T.A. Working with community and school officials, the Red Cross, and the Catholic Home and School Association, members of the organization have laid detailed plans for emergency education and preparation.
- **AMERICAN EDUCATION WEEK** was observed in one of the regularly scheduled programs of the Wichita (Kansas) Council's telecast series, *The P.T.A. Story*. It featured a timely panel discussion by representatives of the sponsoring organizations—National Education Association, American Legion, U.S. Office of Education, and National Congress of Parents and Teachers.
- **SAFETY CONSCIOUSNESS** has been given special emphasis by the Del City Elementary P.T.A. in cooperation with Oklahoma City school and city personnel. *Safety at Home, Safety at School, and Safety to and from School* were assigned as topics for a children's poster contest and for the ensuing P.T.A. meeting to be conducted by fathers.

AMERICAN EDUCATION WEEK—November 6-12

Theme: Schools—Your Investment in America

SUGGESTED CALENDAR

- November 6 —Your Investment in Character
- November 7 —Your Investment in Teaching
- November 8 —Your Investment in Classrooms
- November 9 —Your Investment in Fundamental Learning
- November 10—Your Investment in Better Living
- November 11—Your Investment in a Strong Nation
- November 12—Your Investment Is Your Responsibility

Sponsored by: National Congress of Parents and Teachers, National Education Association, U.S. Office of Education, American Legion

For the American Education Week packet of materials, write the National Education Association, 1201 Sixteenth Street N.W., Washington 6, D. C.

NATIONAL CONGRESS BULLETIN

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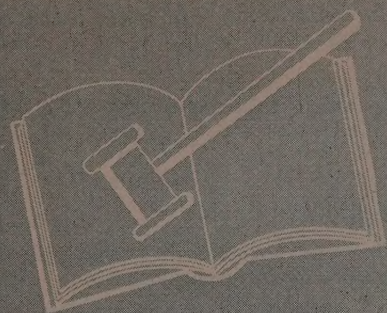
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Legislation Program

of the

NATIONAL CONGRESS OF PARENTS AND TEACHERS

AS ADOPTED SEPTEMBER 1955 BY THE NATIONAL
BOARD OF MANAGERS

1955-56

OBJECT — "To secure adequate laws for the care and protection of children and youth."

—National Bylaws, Article II.

• The National Congress is concerned with basic issues that may lead to legislation affecting: (1) the welfare of children and youth in the fields of education, social and economic well-being, and child labor; (2) such environmental factors as radio, television, motion pictures, press, recreation, and safety education in its broadest sense; and (3) federal research agencies in education, health, juvenile protection, and homemaking. The Congress is vitally interested in legislation designed to promote world understanding and peace among nations. — *Policies and Practices*.

Legislation Policies

LEGISLATION action of the National Congress of Parents and Teachers is determined at all times by previously adopted legislation policies. These policies define the fields of legislation that are within the scope of the parent-teacher program. Only those specific bills that conform to these policies can become a part of the legislation action program.

Each of the policies listed below with the exception of Number 15 has been approved by at least **THIRTY STATE CONGRESSES** according to individual state procedure. (State congresses have an opportunity to review the program annually.)

The legislation action program (see page 7) is based on the following policies:

1. Local Control

All federal child welfare legislation should include provisions that will insure minimum federal and maximum local control.

2. Federal Grants-in-Aid Affecting Children and Youth

Federal grants-in-aid to states should be made through the federal agencies, and administered by state and local agencies, most directly concerned with the subject involved.

3. Education

a. The free public school system should be maintained and strengthened. When federal funds are involved such monies should be channeled through the United States Office of Education to state and local departments of education and should be administered with minimum federal and maximum local control.

b. The United States Office of Education should be established as an independent agency of government under the general direction of a federal board of education. This board should be composed of laymen

appointed to long, overlapping terms and should have authority to appoint, and be advisory to, the United States Commissioner of Education.

4. Federal Aid for Education

- a. All funds appropriated by the federal government for the support of education within the states should go to publicly controlled, tax-supported schools only.
- b. Federal funds should be appropriated for the purpose of equalizing educational opportunity among the several states, with provisions ensuring:
 - (1) distribution according to need, such need to be determined on the basis of facts that shall serve as a basis for an apportionment formula;
 - (2) minimum federal and maximum local control; and
 - (3) encouragement to the states to put forth their best efforts to equalize educational opportunities within their own boundaries.
- c. Federal funds appropriated for education should be available for school libraries and for special programs for the education of handicapped children.
- d. Federal funds appropriated for education should be used to provide, through the U.S. Office of Education, adequate programs of school health, health education, and physical fitness for children and youth.
- e. Federal funds appropriated for education should be used for such programs of adult education as affect the welfare of children and youth.
- f. All federal funds for vocational education should be channeled through the U.S. Office of Education to state and local departments of education, so that vocational and general education may be effectively integrated through state and local control.

g. Federal funds should be appropriated to give aid in the construction of public school buildings, after approved surveys have been made. These funds should be:

- (1) channeled from the U.S. Office of Education through state departments of education to the local units of administration;
- (2) made available to the states on the basis of an objective formula that would take into account both the need for school facilities and the relative ability of the states to meet such a need;
- (3) allocated so as to encourage states to set forth principles for equalizing the distribution of state and federal funds, giving special consideration to school administrative units with relatively low financial resources and to areas especially affected by rapid and substantial increase in school-age population.

h. Federal funds should be used to provide educational opportunities for the children of government employees on federally owned property.

i. The education of Indian children should be administered through state departments of education, with adequate federal appropriations given to furnish educational opportunities equal to those of other American children.

5. Child Care Centers

During periods of national defense emergency child care centers should be made available to children of employed mothers; adequately staffed and supervised by appropriate agencies; and jointly financed by public funds and parents' fees.

6. Child Labor

Federal legislation should give necessary protection to child workers, with special emphasis on the establishment of (a) a basic minimum age of sixteen for employment; (b) a higher minimum age for employment in hazardous occupations; and (c) a minimum wage provision for minors.

7. Child Life Research

Adequate appropriations should be provided for continuing programs of integrated child life research.

8. Critical Materials for School Building Construction

We support measures that will give a top priority for materials, equipment, and supplies for school buildings after major military needs of the United States have been met.

9. Disposal of Surplus Materials and Supplies

Educational, medical, and recreational materials and supplies purchased but no longer used by the armed forces should be released to the proper public agencies—local, state, and national—for use in developing programs of education, health, and recreation throughout the United States.

10. Health

Equalized public health services and public health education opportunities should be provided for all children and youth.

Federal appropriations for maternal and child health services and services for crippled children should be continued.

11. International Relations

We support the United Nations and its component parts as the best basis for international cooperation.

12. Library Service

Public library service should be extended to all people on an equitable basis with special emphasis on needs in rural areas. Federal funds for public library service should be channeled through the U.S. Office of Education to state library agencies for use in promoting library service according to the pattern best suited to state needs. Legislation providing federal funds should be terminal, should ensure minimum federal and maximum local control, and should provide for variable matching grants on an equalization basis.

13. National Defense

We believe that we must work diligently for world peace by use of all possible United Nations channels to achieve economic, social, physical, and spiritual welfare for all children and youth through education for citizenship in an interdependent world. It is nevertheless necessary in this time of world tension to maintain a military establishment capable of going into effective action in defense of the nation.

The administration of these emergency military measures should ensure the maximum opportunity for education for responsible and effective democratic citizenship.

We believe that all efforts should be made to meet the need for military manpower from the pool of eligible adults before inducting persons under twenty-one years of age.

We insist, also, that all persons be thoroughly trained and properly equipped before being sent into combat.

In the event that the Congress of the United States should establish a program of universal military training for the expansion of our manpower resources in the armed services, this training should be:

1. A temporary program for the emergency period only, rather than a permanent measure of military conscription.
2. Universal in its application to all young men, beginning at the age 18. (This does not imply combat service.)
3. Confined to a period of not more than six months of basic military training for each person concerned.
4. Conducted with full recognition of the health, educational, and spiritual needs of young people.

5. Operated through the military facilities of the nation in a way that will ensure young men's being trained in areas within reasonable proximity of their homes.
6. Supervised by a national advisory commission comprising both military and civilian representatives.
7. Combined with a continuing educational program.
8. Administered to provide for further education following basic military training for those persons with special abilities in the sciences and the essential professions as determined by regularly constituted civilian educational authorities.
9. Established not to provide a large and permanent standing army but to strengthen the defense of the nation through a civilian reserve of manpower available for immediate and full-time military service to meet any emergency with which our country may be confronted.

14. Rural Stabilization

We support the continuance of basic principles of stabilization of rural families, including guidance services. (Such programs enable the children in these families to have better education, nutrition, and health.)

*

15. School and Community Services in the Nation's Capital

Adequate funds should be provided for school and community services in the nation's capital.

The nation's capital was created by the Constitution of the United States for the single purpose of providing a home for our government. It belongs, therefore, to all of the people of our country. Under the original plan of financing, the federal government provided 50 per cent of the revenue necessary to run the city, and taxes by Washingtonians provided the remaining 50 per cent. The federal share has now decreased to less than 15 per cent. Only 47 per cent of Washington land is taxable. The government owns 43 per cent and the remaining 10 per cent is owned by churches, organizations, and embassies.

Congress has complete control of the District of Columbia. The people of Washington depend on the senators and representatives from the forty-eight states for school and community service appropriations. Washingtonians have no vote. It is your vote that counts.

*Item 15 has not yet received the approval of thirty states.

Legislation ACTION Program

THE following action items, based on the approved policies, represent current needs. It is anticipated that pertinent legislation will be introduced when the Eighty-fourth Congress reconvenes in January 1956. Local units should study the issues involved. State legislation chairmen will request action at the appropriate time.

1. Child Labor

We oppose legislation that would weaken the protective child labor provisions of the Fair Labor Standards Act.

2. Adequate Support for Certain Federal Offices

We support adequate appropriations for the following departments, offices, and agencies.

(The current needs of programs are considered in determining adequacy of appropriations.)

a. U.S. Office of Education, Department of Health, Education, and Welfare

The Office conducts research, collects statistics, makes surveys, provides advisory services, and administers federal funds available to the states for land-grant colleges, vocational education and rehabilitation, and schools in areas affected by federal activities.

b. Children's Bureau, Department of Health, Education, and Welfare

The Bureau has two assigned functions: (1) to investigate and report on the welfare of children and (2) to administer the federal grants to the

states for child welfare services, crippled children's services, and maternal and child health services.

c. Food and Drug Administration, Department of Health, Education, and Welfare

This agency protects the consumer by preventing the misbranding or adulteration of foods, drugs, devices, and cosmetics in interstate and foreign commerce. This agency is responsible for the policing of domestic narcotics.

d. U.S. Public Health Service, Department of Health, Education, and Welfare

The Service is responsible for varied activities—for example, port of entry examinations; supervision of medical services in federal penal institutions; operation of federal hospitals, such as marine hospitals in the larger ports, St. Elizabeth's (for mental patients) in Washington, D. C., the drug addict hospitals in Lexington and Fort Worth, and the National Leprosarium; research and personnel training in the fields of mental health and of chronic and communicable disease control; and administration of grants-in-aid to states for such purposes as hospital construction and control of communicable diseases.

e. Bureau of Human Nutrition and Home Economics, U.S. Department of Agriculture

Of primary importance to families is the research done by this agency on problems concerning food, clothing, shelter, and homemaking. The Bureau also aids farmers by discovering and developing new uses for farm products and helps manufac-

turers by supplying new data useful in improving their products and output.

f. Federal Extension Service, U.S. Department of Agriculture

This agency, in cooperation with the state land-grant colleges, brings the results of continuing research to the rural community, employing home demonstration agents and other workers who deal directly with individuals and organizations.

g. School Lunch Program, U.S. Department of Agriculture

We support adequate appropriations to carry out the school lunch program as provided in Public Law 396.

h. Bureau of Labor Standards and Wage and Hour Division, U.S. Department of Labor

The Bureau's concern is development of sound labor standards, including standards for youth employment and promotion of their adoption. This agency also conducts child labor and youth employment research. The Division is charged with enforcement of the Fair Labor Standards Act, which includes regulations governing child labor in industries operating or producing for shipment in interstate commerce.

3. Emergency Aid for School Building Construction

School enrollments continue to make headlines, and the peak has not been reached. Every state faces building shortages, makeshift classrooms, and unsafe structures. A national emergency is upon us. Emergencies require special consideration. Legislation to help states provide these necessary classrooms is a "must." Children's needs can't wait! Reports from the White House Conference on Education will in all probability influence legislation in this field.

4. Library Services

We support legislation to promote the further development of public library services in rural areas.

5. Juvenile Delinquency—Prevention and Control

We support legislation that will provide federal assistance to, and cooperation with, states in strengthening and improving state and local programs for the prevention, control, and treatment of juvenile delinquency.

6. International Relations

It is the policy of the National Congress of Parents and Teachers to support the United Nations and its component parts as the best basis for international cooperation. Our principal legislative concern is support for the United Nations Educational, Scientific, and Cultural Organization; the Food and Agriculture Organization; the World Health Organization; and the United Nations International Children's Fund.

7. Postal Rates Increase

We oppose legislation that would eliminate special rates for the mailing of library books and the special second-class mailing rates now available to nonprofit organizations such as the National Congress of Parents and Teachers.

CONTINUING CONCERNS

• In other years the Action Program has included support of measures to abolish block booking and blind selling of motion picture films; support of the general trend toward grade labeling of products; support of legislation providing certain appropriations for the extension divisions of state universities and land-grant colleges; support of special services required for the education of physically handicapped children; support of development of a program of emergency maternity and infant care for wives and infants of enlisted men in the armed forces; support of legislation providing for extension of library service; support of ratification of the child labor amendment; support of legislation to prohibit radio or television broadcasting of advertisements of alcoholic beverages, and opposition to legalizing of a national lottery. Although technically the child labor amendment is still before the states for action, most of the results that would have been achieved by its ratification have been accomplished by other legislative means. No action on these subjects is anticipated at this time.

OUR GOAL: 10,000,000 MEMBERS BY APRIL 15, 1956

Amvet Woman of the Year

Another national honor has been conferred upon Mrs. Newton P. Leonard, immediate past president of the National Congress of Parents and Teachers. Named as national "Amvet Woman of the Year" at the American Veterans (of World War II) national convention in Providence, Mrs. Leonard, a Rhode Island resident, was cited because of her "active interest and devotion to the cause of better homes, better schools, and better communities."